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ABSTRACT

This document contains two papers written for a workshop conducted by the Community College Leadership Development Initiative (CCLDI) and Claremont Graduate University (CGU) in June 2000. The introduction discusses CCLDI's presentation of leadership programs affecting the community college segment of higher education, and the progress they have made in addressing the need for such programs. Difficulties in leading community colleges have become more complex over time, and because of that the CCLDI was created in 1998 to re-energize institutional leadership. Both papers in this document reflect on the design of the CCLDI program in meeting the needs of a changing scene of leadership in community colleges. The first paper, "Dancing on a Moving Rug" (Jack Hernandez), focuses more on the passion for the design, and the context and issues of leadership that are most important. The second paper, "Roadmap for Leadership" (Bill Scroggins), highlights the philosophy behind leadership and specific elements of the design--selection of candidates, relationship to partner universities, and components of operation for both Doctoral Fellows programs and Leadership Fellows programs. (CJW)

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PROFILES FOR PROGRESS

preparing community college leaders for a new era

Report #2

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Community College Leadership Development Initiative

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March 2001

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INTRODUCTION

The Community College Leadership Development Initiative (CCLDI) is pleased to present its second report on the need for leadership programs affecting the community college segment of higher education and the progress CCLDI has made in addressing this urgent need since its first report in September 2000.

The difficulties of leading the community college became steadily more complex and, sometimes, very contentious. Tenure in leadership positions got shorter. The pool of talented faculty members, administrators and citizens willing to take on leadership tasks became smaller. Finally, it began to be evident that leadership travails could hamper the healthy development of institutions and thus adversely affect the education of 1,500,000 community college students in California, Hawaii and the Pacific Islands.

It is a "crisis in slow motion." There is no public scandal splashed across the front page of our newspapers. Rather, it is a slow diminution of institutional momentum that is painfully evident to those inside the community colleges but virtually invisible from the outside.

In 1998 a group of community college leaders met to discuss whether anything constructive could be done to re-energize institutional leadership. They decided to think and act anew and the result is the Community College Leadership Development Initiative (CCLDI). The history and outlines of CCLDI are presented in the September 2000 report, *Meeting New Leadership Challenges in the Community College.*

This publication contains two papers reporting on the Workshop convened by CCLDI and Claremont Graduate University in June 2000. The Workshop was a critical step in turning the aspirations of CCLDI, and its partner, the Claremont Graduate University, into reality. Both papers were written by founders of CCLDI: Jack Hernandez, Professor of Philosophy at Bakersfield College, and Bill Scroggins, Past President of the Academic Senate for California Community Colleges and now Dean at San Bernardino Valley College. Hernandez captures much of the spirit and major conclusions of the Workshop. Scroggins lays out the road-map, as envisioned at the Workshop, that leads from broad principles to better leaders and a more positive environment for leadership within the community colleges.

For purposes of introduction, it is worth underlining three themes that run through the papers that follow.

First is the recognition that community colleges were once appreciated as part of a uniquely American movement to combine the discipline of higher education with the movement for educational opportunity and access. As is characteristic of a social movement, there were broad and inspiring goals toward which all constituencies within the community colleges were willing to work. Now, in an era of increased division and contention within the colleges, we must fight to regain the sense of a broad social movement in the interests of a student body that grows larger and more diverse every day. Improvement in college leadership is only possible if we can achieve better communication and greater cooperation among trustees, faculty and administration.

Second is the conviction that a revived community college movement is only possible when passion for education is combined with careful understanding of our colleges as complex, human institutions. Hence, the work of CCLDI is predicated on a new and unprecedented collaboration between the two-year colleges and graduate universities - a collaboration intended to produce scholarship for action and reflective, ethical leaders for community colleges in a manner never before imagined.

Third is the realization that any effort to improve the leadership of 138 colleges in culturally and geographical distinct settings is an enormous task. It requires the commitment of the colleges themselves, state government, public institutions, and the private sector. It requires the support of trustees, faculty and administrators. If we, together, fail to tackle the leadership challenge now, then it is entirely likely that another decade will pass before another effort of comparable scale can be launched. The issue is of crucial importance; the time to act is now.

CCLDI welcomes comments from the field as it moves toward the second stage of catalyzing leadership development opportunities for community college administrators, faculty, staff and trustees in California, Hawaii and the Pacific Islands.

SUPPORTING ORGANIZATIONS

The Community College Leadership Development Initiative is a private non-profit organization devoted to the development of leadership development opportunities for trustees, faculty members and administrators of the Western Region. The Board of Directors of the CCLDI meet regularly to develop the organization's plans, and oversee their implementation.

Support for these activities has come from a range of organizations who believe in the CCLDI's purposes.

The CCLDI seeks broad support for its activities. To obtain further information about joining in this effort, please contact:

David B. Wolf, Administrative Officer
Community College Leadership Development Initiative
3402 Mendocino Avenue
Santa Rosa, CA 95403

707-569-9177

"Because leadership development for our current and next generation of trustee, administrative and faculty leaders will have everything to do with the quality of community college education in the future, the CCLDI is of major importance."

Tom Nussbaum,
Chancellor, California Community Colleges

Dancing on a Moving Rug

Reflections on Designing a Partnership for Community College Leadership

Jack Hernandez
Bakersfield College
June 2000

Sounding the Alarm

This is the latest chapter in a story. A story of people who care deeply for community colleges. A story of people who care deeply about the leadership of these colleges. They care because colleges will flourish and students succeed only if good leaders are birthed, nurtured, supported. These leaders may be faculty, staff, trustees, administrators-that doesn't matter; what matters, whatever their leadership role, is their passion for education, for building quality colleges, for transforming the lives of students.

From June 25-28, 2000, educational leaders who share a common commitment and vision of quality community colleges came together at Claremont Graduate University to design a leadership program, one they hope will create leaders who not only survive but thrive within an increasingly difficult environment. These "architects" who joined together are a diverse group: community college and university faculty, presidents and chancellors, and regents and board members from California, Hawaii, and the Western Pacific. For over three days they reflected, analyzed, tested ideas-all in a spirit of collaboration, a sensitivity for others, a passion for design.

This is their story.

As with all stories, however, this one has a beginning: one balmy summer evening in San Diego, in 1998. It was then that David Wolf, the Executive Director of the Western Region Accrediting Association for Community and Junior Colleges, invited a group of community college leaders to candidly and informally discuss his growing concern that in the Western Region community college leadership was in trouble; so much so that if nothing was done education would suffer, as would, ultimately, students. What happened was remarkable. As though touched by a common nerve, all readily agreed, at times passionately embellishing his assessment; and, with a sense of urgency, all agreed that action was necessary. Informal at first, this group undertook a mission: to sound the alarm about the crisis in community college leadership and to do something about it. This effort was named the Community College Leadership Development Initiative (CCLDI) and was eventually incorporated as a non-profit organization most of whose board of directors were from the original group.

The board decided early that its role would be that of catalyst; that it needed to find a partner to provide leadership for the actual programs. After a year-long process, the partner that emerged is Claremont Graduate University (CGU), and the partnership, following many joint meetings over the months, has been finalized in a memorandum of Understanding entered into in April, 2000. The core of the CCLDI-CGU partnership will be a Community College Leadership Institute (CCLI) created within the university.

It was to help design the Institute's programs that brought together those thirty-seven leaders on June 25, 2000. It was to bring to fruition a concern, an idea first given breath that auspicious evening two years ago in San Diego.

Designing with Passion

The design workshop planned by the CCLDI-CGU Partnership for Community College Leadership was described as "Meeting New Leadership Challenges in the Community Colleges." How many colleges? One-hundred-and-twenty-three public and private in California, nine in Hawaii, and six in the Western Pacific, enrolling well over a million and a half students. These are opportunity colleges-for first time college students, for working adults, for ethnic minorities. Were it not for community colleges, most of these students would not go to college; today that means languishing in low-paying jobs and languishing in spirit and mind, stunted by the lack of education. Further, in the next ten years scores of thousands more-the "echo boomers" will flood the community college campuses of this region. Who will teach them? How will they be taught and supported? It is no exaggeration to say that the health of the Western Pacific, Hawaii, and California depends on the quality of their community colleges, which in turn depends on the quality of their leadership.

The Context of Leadership

Leadership is not an abstraction. It is practiced in specific historical and local contexts; that is why the workshop began at this point. One could describe the then to now, particularly of California community colleges, as a fall from grace or paradise lost. As Tom Nussbaum, the Chancellor of the California Community Colleges, put it, " a loss of harmony and innocence."

The "fall from grace" was most graphically painted for the workshop by John Petersen, former Western Region Executive Director of the Accrediting Commission for Community and Junior Colleges, in his keynote address, "The Community College: Problems or Promise?" Paradise was the early 1960's to the mid 1970's, when public community colleges were being built, were more than adequately

funded, were locally controlled, were relatively free of destructive contentiousness, were highly esteemed, and were supported by vigorous, well-established graduate programs at the University of California. As he observed, these were "naïve and happy times." The context of leadership was surely very different from today: the leader built-facilities and faculties. All were united behind a noble democratic ideal: the creation of the people's college.

Since then, as he recounted, a number of buffeting events have occurred, including loss of local control; fiscal asphyxiation; a surge of non-traditional, often poorly prepared students; and rancorous, uncivil power struggles among faculty, administrators, and boards. Consequently, as other workshop participants and panelists noted after his remarks, many contemporary community college leaders find themselves thrust into situations for which they are unprepared, even if experienced as leaders. In contrast to the past, the present leadership environment is too often one not of building buildings, but of helplessly watching trust and collaboration ground to rubble; not of acting on ideals, but of playing political games; not of joy, but of frustration, anger, and bitter disappointment.

Personal stories told by workshop members in confidence during this segment of the gathering often confirmed this bleak assessment of the current leadership environment, as did a paper written by James G. March and Stephen S. Weiner titled "Leadership Blues," read by each workshop participant. It vividly describes leaders embattled and bruised: "These are personal tales of distress and anxiety; of coping with unexpected turbulence in professional lives; of struggling with crises for which they were ill-prepared and over which they had scant control."

On this note the workshop could have died with a whimper. But recognition of difficulty is not necessarily a slayer; it can be a giver of life, a stimulus of thought and renewed commitment, the beginning of a way forward, of solutions to problems. That was the real message of the panelists and of the paper: yes, challenges may be daunting, wrenching, seemingly impossible to overcome, yet with dedicated, visionary, persevering, adroit leadership they can be met and transformed into progress. As "Leadership Blues" notes, "These stories are stories of distress, but they do not come from the losers of administrative life," and a panelist commenting on a long, arduous, but successful struggle to improve college quality said, "I'm harder, but refuse to give up trust in people."

It is no exaggeration to say that the health of the Western Pacific, Hawaii, and California depends on the quality of their community colleges, which in turn depends on the quality of their leadership.

Ironically, the past and present are similar in one very important respect: both are times of enormous student growth. Tidal Wave II is about to sweep over community colleges, and it will be a diverse student body whose future depends on the quality of education they receive. The challenge for leaders is to enable their colleges to provide that education; for if community colleges fail, so will the many who look to them for opportunity. Leaders must still be builders, but more of people than bricks and mortar.

This segment of the workshop was a harsh yet invigorating dose of reality, but it was necessary so the designers could with clear sight, candor, and honesty talk about the elements of leadership necessary for success in this age. Perhaps, while there is no regaining paradise, a new state of grace can be wrought..

The Issues of Leadership

Informed by the sobering context of leadership, workshop participants met in small groups to identify and prioritize the issues of leadership. Most of these issues arose from and referenced the concerns articulated by individuals and groups in the prior session. They differ from those that might have been discussed thirty years ago; and they will probably differ from those ten or twenty years hence, for the context of leadership is ever changing. But this is now, and the leadership issues raised by small groups and reviewed by the whole group are valid for now, and the near future.

After discussions the small groups reconvened as a whole to summarize, review, and agree upon the key issues that will guide the curriculum and content of the Community College Leadership Institute's programs. In a subsequent session these issues were displayed on a matrix which related them to the Institute's program elements. While the notion of design implies dry analysis, this group suffused it with energy, excitement, passion, and wit.

These elements look two ways: inward to the leader's personality and values and outward to the institutional environment. Everyone felt that leaders need to reflect critically upon these two general aspects of leadership life. Most importantly, they are dyed with and tailored to the current context of leadership. Distilled from the ferment of workshop ideas are twelve fundamental elements:

1. Personal Qualities. Perhaps the Socratic dictum "know thyself" sums up much of this element. A participant observed that "leadership is very personal," another that one must examine the "pillars of one's being." Leaders must assess their weaknesses, strengths, and fit with the institutions they want to lead. They must also have resilience and flexibility-be able to "take a punch." In sum, "critical self-knowledge" means growth.

2. Communication Skills. This issue is primarily about interaction with people, with fostering dialogue, and "creating an environment where people can exchange ideas freely." Clearly communication will be affected by the local institutional context, and communication to be effective must be shaped by and responsive to that context. A leader, then, must, as one participant so memorably put it, do "deep homework about context and self." Audiences are different, diverse, and changing-there is, as another noted, no one "cookie cutter" form of communication. Above all, a leader must be a good listener and help others understand themselves and others.

3. Working with Individuals and Groups: Collaboration, Facilitation and Conflict Resolution. Finding common values and passions among people is crucial to enable authentic collaboration, beyond "superficial team building." Leaders are no longer heroic individuals striding into the sunrise, sword girded to their loins; they are, rather, immersed in people, enabling them to "increase institutional capacity." Further, leadership, as someone noted, "links individuals to larger communities."

4. Cultivating Leadership: Students, Staff, Faculty, Administration, Board. As one participant observed, cultivating leadership should be a superordinate goal. Most agreed that this issue is closely tied to the third one, and that in working with others leaders should create in them the ability to lead.

5. Institutional Culture: Understanding, Integrating, and Shaping. Understanding the culture and sub cultures of an institution, e.g. instruction and student services, is close to the heart of effective leadership. "Deep homework" means, among other things, understanding institutional core values and "sacred norms." This knowledge is necessary to bring about change and to effectively "disrupt the language of impossibility," as one participant so powerfully put it. Someone else distinguished between climate and culture, pointing out that climate, a "temporary manifestation" of long-term culture, may be easier to affect but has no serious impact on an institution. A leader needs to identify institutional myths and make them explicit as part of managing change. This issue was regarded by most as the sine qua non of good leadership today.

6. Managing Internal Institutional Functions. While this issue is fairly obvious and has too often been mistaken as the end-all of leadership, it will be overlooked at a leader's peril. It is indispensable: however desirable its destination, a boat can't sail for long if it's leaking and little is in running order. So, areas like personnel (hiring and evaluation), budget, facilities, planning, and legal issues must be attended to: they are like the little foxes that spoil the grapes. As a participant cautioned: events like a strike can traumatize an institution for years, impeding its growth. Moreover, these bureaucratic functions are closely tied to institutional quality.

7. Planning, Organizational Development, and Decision Making to Improve Quality. Several points were emphatically made: that planning is not an end in itself-quality is the goal; that planning must be data driven; that planning must be implemented, not be merely a time-consuming exercise; and that planning must be for both the good and the bad times.

8. Institution Leadership Ethics and Ethical Analysis. This issue is too often left out of leadership discussions. It involves seeing the ethical dimensions of individual and institutional decisions; it involves the skills to understand, analyze, and clarify these dimensions; and it involves knowing when individual and institutional core ethical values must be maintained. Educational institutions are ethical institutions: integrity is deep in their souls.

9. Education Teaching, and Learning. There was an "impassioned plea" that this issue be seen as central to leadership programs. In their opening remarks on the workshop's first evening, Ah Quan McElrath, Regent of the University of Hawaii, and Joyce Tsunoda, Senior Vice President and Chancellor for Community Colleges, University of Hawaii, forcefully reminded everyone that students are the reason community colleges exist and that concern for them, for their "hearts and minds," should be primary. As others pointed out in discussions of this issue, it is "our common mission" as leaders, and as leaders of educational institutions we must be educators first. Understanding teaching and learning is essential.

10. Diversity. That diversity is a reality, a challenge, and an opportunity was a theme sounded over and over throughout the workshop, in both small group sessions, informally, and in the large group meetings. The reality of this region is its ethnic diversity, a reality that must be acknowledged and addressed, especially in building diverse models of leadership.

11. External Environment Educational, Political, Economic, Media, Civic. Several groups noted the importance of understanding political realities, the media, and of building partnerships with K-12 , the universities, and the community.

The challenge for leaders is to enable their colleges to provide education; for if community colleges fail, so will the many who look to them for opportunity. Leaders must still be builders, but more of people than bricks and mortar.

12. History and Mission of Higher Education and Community Colleges: Understanding State Structures. Because community colleges are a part of American higher education, they must be understood in continuity with and in contrast to it. Because they are part of particular state histories and structures, they must be understood from this perspective, too. Of great importance is understanding, articulating, and building consensus for the community college vision.

One group member reflected, "When I started there was a great deal of fervor in creating community colleges. I still see it as a movement. The people who come in to talk to me do not share that perspective. How can we rekindle that spirit?" Fervor is passion, and the workshop agreed that leaders must be filled with it. As another noted in an earlier session, "If leadership is merely a set of techniques, then it is not going to work." The heart must trump technique.

And so the "architects" who gathered to explore the tasks of leaders for the community colleges in the years ahead identified these twelve areas as being critical. That is to say, these are issues around which the Institute's staff are likely to organize learning experiences

The Program Design

After a thorough discussion of today's leadership issues, an overview of the Institute's program elements was given in a general session. These elements, described briefly below, had been worked out in the preceding months by the CCLDI and CGU. The task for the Design Workshop was in part to refine ideas about the Institute's program elements in light of the leadership issues the participants had identified on the basis of their own rich experiences. It was clear from a matrix distributed by the Workshop organizers that the issues are likely to be relevant, albeit in varying degrees, in the program elements. For example, all twelve issues will probably be part of the Doctoral and Leadership fellows elements, but not of each certificate element. The overview emphasized that the design elements are to be imbued with "deep reflection and study," with engaging all segments of the community college community, with linking passion with the mind, and with valuing students as resources. Of paramount importance is linking scholars with practitioners in mutually fruitful ways.

Small task groups then brainstormed specific operational questions having to do with each element. After the task groups completed their work, their facilitators summarized the groups' key ideas for all of the workshop members. There are six program elements, again distilled from much, much more:*

1. Doctoral Fellows Programs: Doctoral fellows can be enrolled in doctoral programs at any university that is a partner with the CCLI located at CGU. Such Fellows will need to be accepted for doctoral study at one of the participating universities. In addition to their doctoral study, these Fellows-from Hawaii, the Western Pacific, and California-will attend summer institutes and on-going activities in subregions with a network of colleagues. The selection process will emphasize diversity, leadership potential, a passion for the community college mission, and a commitment to community college leadership at any level. Issues regarding financial support, marketing, a mixture of faculty and administrators, ongoing support, monitoring, and the use of distance learning technologies were discussed. The aim is to produce scholar/practitioners.

2. Leadership Fellows Programs Leadership Fellows may or may not have a doctorate, but should be leaders or potential leaders. Leadership Fellows may also be individuals or perhaps teams from institutions. The purpose of these professional development activities is to help new leaders and rejuvenate experienced leaders. The program will include summer institutes, meetings (probably monthly) during the year, and likely will extend over a two-year period. The aim is to build networks and an effective group of senior fellows. Each cohort should be dynamic and diverse; the selection process should be inclusive and accessible. There should be a core curriculum, but with the flexibility to accommodate individual needs and interests. This program should be related to the Doctoral Fellows and Certificate and Masters programs.

3. Certificate and Masters Programs Most of the task groups' discussion centered on the Certificate Programs, which will be shorter and more specialized than the other programs. Nevertheless, the concept of links and progression between programs was emphasized. The task groups also discussed including support staff, the advisability of institutional teams, institutional incentives, geographic convenience, individualizing certificate offerings, and the use of electronic delivery in Hawaii, the Far Pacific, and rural areas in California.

4. Dissemination and Information Clearinghouse The Institute will collect and disseminate research that matters that can be used by practitioners. The role of the Institute's Executive Director was discussed at length, and suggestions made, including the importance of being a faculty member, a fund-raiser, and one who will strengthen ties among participating Doctoral programs, and provide support for the other program elements. In all of this the focus of leadership must be kept in mind. Dissemination issues include a web site, forums, and links with researchers.

5. Research, Policy Priorities and Advocacy The overall theme of this element was the need for probative data to drive or influence decisions. An index of open mindedness was suggested to measure openness to asking questions and assessing evidence. Local, "democratic" research should be valued and encouraged. The Institute should focus on a few research issues at any one time, issues that community colleges regard as critical. Finally, the Institute should avoid direct advocacy and the risk of becoming politicized.

6. Participation of Graduate Institutions. According to the facilitator, this session was "electrifying" because this may have been the first time the graduate school representatives have come together to discuss these issues. Their conclusions were a recommitment to the principle of graduate school "sovereignty-that is, universities would continue to develop and deliver their own graduate programs. A meeting of the region's graduate institutions was called for fall 2000 and will include as many institutions as possible. Other needs were identified: to leadership-that is the Institute's mission, its focus. to build a roster of all graduate school professors with a community college focus; to build an extensive web site; to share course syllabi and research resources.

After this wide-ranging, ferment-filled discussion, a firm reminder was sounded: this is all about leadership - that is the Institute's mission, its focus.

If leadership is merely a set of techniques, then it is not going to work. The heart must trump technique.

Dancing on a Moving Rug

At the conclusion of the workshop several participants shared their reflections. Among them: Cha Guzman, Senior Advisor to the U.S. Department of Education Secretary, commented on the thoughtfulness of the workshop, the need to be inclusive, and to recognize the importance of the "wink factor"-to be diverse enough so all participants can connect with someone.

Carolyn Russell, President of the Faculty Association of California Community Colleges, reminded everyone that leadership is an art, that faculty leadership is crucial, and that all must work together if the new leadership development model is to be successful.

Martha Kanter, President of De Anza College, recounted several of the memorable phases uttered during the workshop and especially appreciated that the workshop was ultimately about how to best educate students.

Perhaps Beng Poh Yoshikawa, Director of International affairs and programs at Honolulu Community College, captured most the imagination of all present with her poetic thought pictures: comparing the workshop to a journey with pitfalls and mountain tops, comparing leaders to double agents who are change agents in community colleges, which are themselves change agents.

But her most vivid picture is that of leaders dancing on a moving rug, for not to do so is to have the rug pulled out from under them. In a way, that is also the nature of this leadership effort, an effort to prepare community college leaders for a world whose only constant is change, an effort that must itself be in motion, be changing, be dancing.

The story of the Partnership for Community College Leadership has not ended; it is only beginning.

Jack Hernandez is Professor of Philosophy and English at Bakersfield College. Dr. Hernandez serves as a member of the Board of Directors of the Community College Leadership Development Initiative and as a Commissioner of the Western Region's Accrediting Association for Community and Junior Colleges.

* A more extensive discussion of Institute program elements can be found in the Partnership for Community College Leadership's progress report, Meeting New Leadership Challenges in the Community Colleges, June 2000.

That is also the nature of this leadership effort, an effort to prepare community college leaders for a world whose only constant is change, an effort that must itself be in motion, be changing, be dancing.

ROADMAP FOR LEADERSHIP

Program Design Elements for the Community College Leadership Institute

Bill Scroggins
San Bernardino Valley College
writing for the Community College Leadership Partnership
November 2000

"Leadership in the community colleges has suffered from benign neglect. There is little conscious attention paid to questions of where community college leaders will come from, how their talents will be developed and their experience valued." So begins the Response section of "Meeting New Leadership Challenges in the Community Colleges" published by the Partnership for Community College Leadership in September 2000. The Partnership was initiated in an agreement between the Community College Leadership Development Initiative and the Claremont Graduate University in June of 2000 in an attempt to remedy this "benign neglect." The document not only explains the breadth and depth of the leadership crisis in community colleges, but also tells the story of how a handful of community college leaders came together to form CCLDI and how the partnership evolved with CGU as lead institution—and how other doctoral-granting universities can be drawn into the Partnership as well.

As explained in "Challenges," the centerpiece of the Partnership will be the Community College Leadership Institute formed within CGU. The Partnership has set an aggressive agenda to create the following components within the Institute

- The Doctoral Fellows Program
- The Leadership Fellows Program
- Certificate and Master's Degree Program for New Community College Leaders
- An Intensive Summer Workshop in Community College Leadership
- Information Dissemination and Research, especially through a Community College Leadership Information Clearinghouse

In order to give life to these elements, the Partnership held a Summer Workshop on June 25-28, 2000, at the Claremont Graduate University. Three-dozen community college professionals gathered with the charge to become "architects" of the envisioned Community College Leadership Institute. In the spirit of grass-roots involvement, a hallmark of the Partnership, the Summer Workshop began with testimony by participants about their leadership experiences, whether for good or ill. From this inspirational beginning, the group evolved a set of a dozen Leadership Issues that the soon-to-be-constructed Institute should address. These Leadership Issues, and the personal reflections from which they arose, are recounted in the companion document, "Dancing on a Moving Rug: Reflections on Designing a Partnership for Community College Leadership" by Jack Hernandez (June 2000).

The document that follows here compiles the best thinking of the Workshop participants on how the five Institute components described in "Challenges" can be brought to life.

Of necessity, this framework has the flavor of its many architects and, of course, much is left to finish. So, to exercise the prerogative of an author, perhaps a better metaphor for this work product would be a roadmap rather than the completed architectural structure to be reached at the end of the journey.

Because many of the discussions at the Summer Workshop had a distinct reflective bent, those less-abstract-but-inspired contributions have been assembled into an initial Philosophy section. While not directly relevant to constructing individual Institute program components, a firm grounding in philosophy and purpose should be useful in carrying through on the goals of the Partnership. After outlining the Institute program design elements, this document concludes with comments on the governance of the Partnership.

I. PHILOSOPHY

The focus of this initiative is leadership within the community colleges, rather than community college issues in general. As such, at the center of this project is the individual leader. These individuals must feel inspired by the program. The experiences provided should rekindle in each person the passion and desire that called them into this profession. Neither the participants nor their institutions should be addressed in isolation. The hallmark of the Institute programs must be collaboration and interdisciplinary work. Indeed, this work must be based on the most unifying concept that draws us together: the needs of students. This must consistently be emphasized—over training new leaders to meet needs of their institutions. Again, the philosophy on which to focus to achieve this end is that of the individual leader. That focus must be on the person as Educator, with a capital E, not on that person's role as an administrator, faculty member, or trustee. The program elements must focus on values and ethics as much—or even more—as on learning functions and techniques. The leader whom the program seeks to produce is best termed a scholar-practitioner.

This title emphasizes the basic synthesis that the Institute hopes to create: a unity between the academic endeavors of the university and the everyday applications of the leader on the community college campus. The centrality of the individual leader as a scholar-practitioner carries through to the vision for funding the Institute: funding should be sought to defray the costs to the individual participant not for the institutions and entities of which the Institute is comprised. The architects of this Partnership see it as a noble endeavor, in the tradition of the noble causes of the research university to seek and express truth freely and of the community college to provide access to post-secondary education for everyone.

II. Program Design Elements

The Community College Leadership Institute is the structural unit within the Claremont Graduate University that functions as the umbrella organization for the five design elements described in the following pages. CGU has committed to staffing and funding the Institute in a manner that is both fiscally sound and responsive to the goals of the design elements. Funds being sought for this Initiative are aimed at supporting student participants in these programs. External fiscal support will be used for fellowships and to fund supporting activities that directly aid participants: workshops, state and regional meetings, resources, publications, and the like. It is anticipated that colleges and universities contemplating signing on with the Initiative will see the potential benefits to their institutions and students. As this collaboration grows, it will certainly evolve and be refined, with the Community College Leadership Institute as the catalyst and focal point.

The Doctoral Fellows Program

The Doctoral Fellows Program will provide an expanded learning experience as well as fiscal support for existing and potential doctoral candidates.

Selection

Candidates will enter the doctoral program at the university of their choosing. They should commit to participation in core components of the program, namely the Summer Workshop and the Research Colloquia. One individual on the staff at Claremont Graduate University should coordinate and lead the selection process, namely, the Executive Director of the Institute. The availability of the Doctoral Fellowship should be advertised widely, including information disseminated by doctoral institutions to potential candidates and applicants. It is essential to the Program goals to produce a nominee pool that is as deep and diverse as possible. However, the Program is not obligated to fill all candidate slots if the nominees in any given year do not meet Program criteria. Universities will continue to make their own admissions decisions. However, Institute staff will provide assistance to successful nominees in their quest to find a successful match with a doctoral university.

The nomination process will provide a variety of routes to identify potential doctoral candidates:

- Self selection,
- Referrals by individuals,
- Nomination by the individual's institution of employment, and
- Nomination of current doctoral candidates by Partner Universities.

The Selection Committee is proposed to have the following composition:

- The Executive Director on staff at the lead institution, Claremont Graduate University,
- One faculty member in the Program at CGU, chosen by the department,
- One faculty member at a Partner doctoral university, chosen by the Executive Director,
- Two members of the CCLDI Board, chosen by election of the Board,
- Two graduates of the Program chosen by the Alumni Advisory Council (initially to be those who have graduated from the existing program at CGU and chosen by the CGU alumni group).

Criteria for selection should include:

- Diversity, both in terms of demographics and role (faculty, administrator, trustee, etc.),
- Regional balance, tempered by a prioritization by the Selection Committee of the degree of regional need,
- Current involvement with a community college or demonstrated commitment to the philosophy and ideals of the community college, either of which should be established in a letter of consideration,
- Demonstrated leadership experience or leadership potential, either of which should be established through a minimum of three letters of nomination from community college professionals, and
- Performance in an interview designed to determine the level of passion, the extent of commitment to and understanding of the goals of community colleges, and the dedication of the individual to meet

the rigorous demands of the Program.

Successful candidates will be evaluated each year for continuation in the Program. The Selection Committee will sustain support of the candidate based on the following criteria:

- Satisfactory progress, with the basis of satisfactory progress determined and stated objectively through a process yet to be established by the Selection Committee. Initial thinking on this matter has noted the importance of following an educational plan developed mutually between candidates and their institution and the significance of receiving a written report from the candidate's faculty advisor.
- Participation in core components of the Program, specifically the Summer Workshop and the Research Colloquia.

Relationship to Partner University Doctoral Programs

In addition to regular doctoral program elements, candidates will be involved in Doctoral Fellows Program functions. Required Program functions are the Summer Workshop and the Research Colloquia.

A major benefit of the Partnership is the opportunity for increased dialog among research university faculty working on community college topics in the Western Region. Mechanisms for taking advantage of this opportunity should be developed. Three aspects of this collaboration are the Research Agenda, the Research Colloquia, and the possibility of a team or group approach to pursuing research on several aspects of a given issue.

Each Partner University will develop and deliver its own curriculum. However, the Institute will promote and disseminate to Partner Universities the curriculum elements presented in "Dancing on a Moving Rug: Reflections on Designing a Partnership for Community College Leadership" (Hernandez, 2000) in the section on The Issues of Leadership as developed by the participants of the Summer Workshop at CGU on June 25-28, 2000.

Links to Practitioner Community

While the graduate school faculty are at the center of this effort, linkages between the research community and the practitioner community are essential.

Components

Candidates will have the opportunity to come together in various settings:

- Summer Workshop
- Regional Programs and Activities

The Partnership will establish a network of professional development to enhance the experience of regular graduate work. The Regions or Sub-Regions still need to be defined geographically. Regional Network meetings would meet perhaps six times a year.

- Research

Rather than generating a large volume of abstract research on its own, the Partnership efforts will be directed to selected research that matters, that is pragmatic and thoughtful, that has an impact on the issues faced by candidates and their institutions. The research will be collaborative, not done in isolation. Among the criteria to be considered are:

- Ability to inform decision-making,
- Impact on issues facing community college leaders,
- Enhancing the collaboration and cooperation among institutions, and
- Increasing the capacity of educational institutions.
- Research Colloquia

At least annually, Program faculty and fellows will come together to present their work and to discuss issues of common interest. This Research Colloquia will be held statewide and may have regional events as well. The work presented will be compiled in an Acta document to be published by the Clearinghouse.

- Distance Education

Components of the Institute which call for Fellows to gather for group experiences will be available though distance education to allow the participation of Fellows for whom distance, employment commitments, or other barriers exist.

I find this model exciting. Faculty would also find it useful in their own work. We get both depth and a feeling that community colleges are connected to other aspects of higher education.

Patricia McDonough
Graduate School of Education, UCLA

By engaging practitioners in the leadership education process, we can strive to develop a profession of teaching-scholars.

Joyce Tsunoda, Chancellor
Community Colleges of Hawaii

The Leadership Fellows Program

The Leadership Fellows Program is aimed at current professionals in the field who are seeking enhanced leadership skills and perspectives outside of a formal program of study leading to a degree. It may be that these individuals already possess advanced degrees or wish to explore leadership opportunities prior to committing to a degree program.

Selection

Candidates will be chosen on a regional basis to participate in regional programs. Candidates agree to participate in core components of the program, namely the Regional Seminars, Collegial Networks, and Summer Workshop. The same selection process and criteria will be used as that for the Doctoral Fellows Program.

Components

- Summer Workshop

See comments under The Doctoral Fellows Program.

- Regional Programs and Activities

See comments under The Doctoral Fellows Program.

- Topical Programs

Custom designed programs to address particular issues and needs of specific regions

- Regional Seminars

Regular monthly or semimonthly meetings of Leadership Fellows within a given region

- Collegial Networks

To the extent possible, Leadership Fellows will be assigned a mentor whose education and employment match that of the Fellow-or that to which the Fellow aspires. Other opportunities for networking will be pursued by the Partnership.

- Distance Education

See comments under The Doctoral Fellows Program.

Master's and Certificates Programs

Surveys of administrators and faculty in Western Region community colleges showed a definite demand for programs that are shorter, more specific, and more applied than typical doctoral programs. Many leaders and potential leaders are primarily interested in acquiring specific knowledge and skills to be more effective leaders in a structured program that is of appropriate length and focus. Selection

A needs analysis will be done to determine the demand and topics which may be addressed.

Relationship to Partner Universities

The Master's and Certificate programs will provide another opportunity for additional institutions, particularly the California State University, to participate as partners.

Information Clearinghouse

A significant aspect of the Institute will be the identification and distribution of information that is useful to policy development and decision making in community colleges. The mechanism proposed for this endeavor is the Community College Leadership Information Clearinghouse. The Clearinghouse will be an arm of the Institute itself, under the supervision of the Executive Director. While the proposals below will provide a starting point, the role of the Clearinghouse will ultimately be determined by the needs of those it serves.

Operation

The Community College Leadership Information Clearinghouse will be an independent entity within the

Institute. It will focus on cataloging and disseminating information on policy matters of use to community college leaders in decision-making.

Components

- Programs and Resources

The clearinghouse will provide information on leadership programs and resources available to community college professionals, especially in the Western Region.

- National Research

Summaries of cutting edge research that can be used by leaders at the institution: in policy making, in decision making, and in the classroom-categorized and made readily available to community college professionals.

- Fellows Research

Summaries of work done by Doctoral Fellows and Leadership Fellows as well as access to publications, dissertations, and professional presentations done by Fellows.

- Potential Research Topics

The Clearinghouse will work with Western Region community colleges, faculty at Partner Universities, and the Advisory Committee to establish a Leadership Research Agenda. The Agenda will include problem statements, background summaries, bibliographies of key documents, and current sta-

tus of related work within Partner Universities.

- Best Practices

Summaries of campus-based best practices in Leadership with access to key documents and lead individuals at the campus of origin will be made available. It is especially important to include examples of how institutions USE research in practice.

Leadership should rest on inquiry not advocacy. The best research in education is LOCAL because it is contextualized.

Bob Calfee, Dean
School of Education, UC Riverside

Advisory Committee

The Partnership will establish an Advisory Committee for the Clearinghouse. The membership will be as follows:

- The Executive Director of the Institute at the lead institution, Claremont Graduate University,
- Two faculty members in the Program at CGU, chosen by the department,
- Two faculty members at a Partner University, chosen by the Executive Director,
- Two members of the CCLDI Board, chosen by election of the Board, and
- Two current candidates in the Program pursuing doctorates, master's degrees, or certificates at Partner Universities.

The role of the Advisory Committee would include:

- Establishing and maintaining relationships with appropriate professional community college organizations within the Western Region, especially those in the research community,
- Providing assistance in the dissemination and promotion of the Clearinghouse material, and
- Assisting in the establishment of the Research Agenda and for other functions of the Clearinghouse, especially maintaining the community college leadership focus within the Western Region.

Dissemination

The work of the Clearinghouse will be made widely available. Among the distribution strategies will be:

- A Web Site,
- Presentations at community college professional organization meetings in the Western Region,
- A Newsletter mailed to Fellows and Partners on topics such as latest additions, hottest topics, and so on,
- Publishing annually the Research Agenda,
- Publishing annually a Research Opportunities document listing Partner doctoral universities and profiling their faculty specializing in community colleges along with each faculty member's areas of interest, as well as promoting the Partnership itself,
- Publishing of Acta of the Research Colloquia, and
- A Query System available free of charge to Fellows and at a reasonable fee to others. The Query System will provide abstracts of related resources both via the Clearinghouse database and through arrangements with other such databases including ERIC.

Information generated by this research can help practitioners to make decisions based on sound evidence.

Tom Nussbaum, Chancellor
California Community Colleges

GOVERNANCE

The Partnership for Community College Leadership is based on a memorandum of understanding between the Community College Leadership Development Initiative and the Claremont Graduate University as the lead institution. It is hoped that other doctoral- and master's-granting universities will join the Partnership. Even so, each entity retains its independence and agrees to specific mutual participation in various roles within their own structure. The Community College Leadership Institute is an entity within the Claremont Graduate University. Its management and operation is the responsibility of CGU, with the advisory input of University Partners and CCLDI. The diagram below is intended both to outline areas of mutual cooperation within the activities of each entity.

Partnership for Community College Leadership

- Formed by memoranda of understanding between participating entities
- Goals of the Partnership are outlined in "Meeting New Leadership Challenges in the Community Colleges"
- The charge to the partnership is to advocate for the goals of the Partnership, provide communication among the Partners, and to create and maintain MOUs among the Partners.
- A Steering Committee, consisting of Partner members as specified in the MOUs, carries out these functions of the Partnership.

Community College Leadership Development Initiative (CCLDI)

- Advocates for the goals of the Partnership
- Supports CGU in the pursuit of funding for the Partnership
- Promotes the goals of the Partnership throughout the community colleges in the Western Region
- Appoints members to committees

Claremont Graduate University

- Advocates for the goals of the Partnership
- Seeks funding for the Partnership with the support of CCLDI and Partner Universities
- Within the School of Educational Studies:
  - Operates the Community College Leadership Institute
  - Appoints members to committees

Partner Universities

- Identify a key person to serve on the Partnership Steering Committee and to interface with the Institute
- Advocate for the goals of the Partnership
- Support CGU in the pursuit of funding for the Partnership
- Nominate candidates to be appointed by the Institute Director to committees
- Provide progress reports on Fellows
- Support and encourage the participation of Fellows in the Summer Workshop and the Research Colloquia
- Participate, as appropriate, in Institute activities such as the Summer Workshop, Clearinghouse, Research Agenda, and Research Colloquia.

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1. Copies of CCLDI's prior publications are available from the Administrative Officer.

2. The CCLDI gratefully acknowledges the financial support of the Accrediting Commission for Community and Junior Colleges, the Community College League of California, College of Micronesia, DeAnza College, Foothill College, Gavilan College, Guam Community College, University of Hawaii Community Colleges, Hawaii Community Colleges: Hawaii CC, Honolulu CC, Kapi'olani CC, Kauai CC, Leeward CC, Maui CC, Windward CC, Employment Training Center, Long Beach City College, Los Rios Community College District, Merced College, MiraCosta College, Palomar College, San Diego CCD, San Diego City College, San Diego Mesa College, San Diego Miramar College, San Mateo Community College District and its colleges: San Mateo CCD, Cañada College, College of San Mateo, Skyline College, Santa Barbara City College, State Center Community College District, Ventura Community College District and its colleges: Ventura CCD, Moorpark College, Oxnard College, Ventura College, Yuba College.

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